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ABSTRACT

This project developed a field-based program that trained 40 teachers, 17 for early childhood handicapped programs and 23 to work with severely handicapped children. The program complemented existing credentials and master's degree programs at California State University, Northridge. During a full year of supervised practicum, the students were videotaped as they interacted with children in instructional contexts. The tapes were used to provide coaching and feedback, to establish self-monitoring skills, and to evaluate the students' attainment in each competency area. Target competencies included: (1) using and interpreting assessment instruments and techniques; (2) designing and implementing individualized intervention programs; (3) designing and organizing appropriate learning environments; (4) developing appropriate early childhood developmental activities; (5) providing opportunities for choice, problem solving, and responsibility for learning on the part of the young child; (6) developing teaching strategies and handling techniques; and (7) performing and applying task analysis in the learning environment. The program's effectiveness was evaluated using data measuring the competencies attained by students and the efficiency/effectiveness of videotape usage, opinions expressed by participants and their employers, and the numbers and types of positions program graduates assumed. Appendices include a bibliography of materials used for training and copies of evaluation instruments. (Author/VW)



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# FINAL REPORT

# FIELD-BASED TRAINING OF TEACHERS OF EARLY CHILDHOOD AND SEVERELY HANDICAPPED PROJECT

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G008301306

June 1, 1983 to December 31, 1986

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ABSTRACT

Field Based Training of Teachers of
Early Chidlhood and Severely Handicapped Project

This project addressed the need for training of quality personnel to teach early childhood handicapped (ECH) and severely handicapped (SH) children. Forty teachers were trained, 23 SH and 17 ECH. An extensive innovative field-based program was established, with two components: (a) an early childhood special education component, which complemented an existing Masters degree program; and (b) a severely handicapped component, which complemented an existing credentials and Masters degree programs at California State University, Northridge (CSUN).

The field-based program provided a full year of supervised practicum. The students were video-taped as they interacted with children in instructional contexts. The video-taping was used as a means (a) to provide coaching and feedback to students, (b) to establish self-monitoring skills by students to promote their professional development and attainment of competencies, and (c) to evaluate the extent to which students attained competence in each competency area.

The evaluation design provides for objective quantifiable measures of the program's effectiveness in preparing quality personnel. Data was gathered to evaluate (a) competencies attained by students, (b) students', graduates', and employers' opinions of program effectiveness, (c) efficiency and effectiveness of the use of video-tapes, and (d) impact on handicapped children, in terms of the numbers and types of positions program graduates assume. The evaluation component also assessed the impact of the program on students, other programs in the community, and other programs within CSUN. Evaluation data indicate that the project was highly successful in preparing highly effective special education teachers, all of whom, are employed and who serve an estimated 1,000 exceptional pupils per year.

# FIELD BASED TRAINING OF TEACHERS OF EARLY CHILDHOOD AND SEVERELY HANDICAPPED

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FINAL REPORT

FIELD-BASED TRAINING OF TEACHERS OF
EARLY CHILDHOOD AND SEVERELY HANDICAPPED

June 1, 1983 to December 31, 1986

The purpose of this project was to provide intensive training of teachers in early childhood and severely handicapped classes who wish to meet State required credentials in their professional area and/or to pursue Master Degree programs offered at California State University, Northridge. To meet these objectives, specific competencies related to these specialization areas were outlined and measures of attainment criteria defined. A series of courses designed to provide instruction in these areas were developed, submitted and approved at the University level for inclusion in permanent curriculum offerings of California State University, Northridge. These courses have been taught, including advanced clinical practicums which feature videotaping of the teachers of aspects of their program centering around the designated competencies.

Evaluations were conducted of trainees' perceptions of the Project, employers' ratings of trainees and assessment of the impact of the Project. These data indicate the project was highly successful.

## OVERALL SUMMARY OF GRANT ACTIVITIES

The Project activities accomplished in the period, June 1, 1983 to December 31, 1986 are summarized below according to the three major objectives of the grant. Each category is addressed in terms of its subcomponents. A chronological chart by major objectives may be found on page 26.

Although the grant was awarded from June 1, 1986 through May 31, 1986, due to late notification it was not possible to recruit and begin training until Spring semester 1984. Permission to use grant carry-over funds for a no cost extension from June 1, 1986 through December 31, 1986 permitted the fulfillment of the original proposal objectives of providing to the greatestextent possible a full year of supervised practicum to the trainees.

OBJECTIVE I: THE DEVELOPMENT AND IMPLEMENTATION OF THE FIELD-BASED PROGRAM

The goals of this objective including the establishment and utilization of the advisory board and the recruitment, selection and participation of students were all met, with the exception that 40 students were trained rather than the 42 proposed. This occurred because two students who were recruited could not enter the program due to illness and it was too late to recruit replacements.

Component 1: Advisory Board

The members of the Advisory Board were selected to the greatest extent possible to fulfill the roles and functions specified in the original proposal. We were not successful in recruiting parents to become members of the Advisory Board due to the large numbers who are in full-time employment, or whose children reside in residential facilities in the community. However we were able to maintain contacts with parents of children in the Project through our trainees who explained project objectives, training procedures and requested feedback. Members of the Advisory Board were in regular communication with the Project Director and Co-Director, throughout the project thereby fulfilling their roles. Three meetings were held during the course of the project (March 29, 1984, January 6, 1986 and a Final Dinner meeting including participating school principals on May 2, 1986). A meeting was scheduled on January 17, 1985 but had to be cancelled (See Appendix A). This reflects the change requested by the Project Directors to reduce formal meetings to once a year since more frequent meetings would have necessitated trainees to be released from classroom responsibilities and/or evening classes at the University. Informal contacts were maintained throughout the project by virtue of student enrollment in the seminars conducted by the project Director and Co-Director. Students regularly gave feedback and made suggestions.

The members of the Advisory Board for the entire period were:

Dr. Venetta Whitaker, Coordinator of Curriculum and Instruction, Division of Special Education, Los Angeles Unified School District.

Betty Hofflander, Principal, McBride School, Los Angeles Unified School District; formerly Coordinator of Severely Handicapped Programs, Division of Special Education.

Jane Waterhouse, Principal, Pacific Blvd. School, Los Angeles Unified School District; formerly Coordinator of Staff Development, Division of Special Education.
Betty Brady, Professor, Department of Educational Psychology, California State University, Northridge

Student Representatives for Year 1 were:

Tammy Zigler, Teacher of Multi-handicapped students, Frances Blend School, Los Angeles Unified School District, and Trainee in the Project.
Lori Schram-McCabe, Teacher of Early Childhood Handicapped Students, Lokrantz School, Los Angeles Unified School District, and Trainee in the Project.
Susie Potter, Teacher of Early Childhood Handicapped Students, Perez Special Education Center, Los Angeles Unified School District and Trainee in the Project.

Student Representatives for Year 2:

Lori Loven, Teacher of Early Childhood Handicapped Students, Lokrantz Elementary School, Los Angeles Unified School District.
Grant Shultz, Teacher of Early Childhood Handicapped Students, Lokrantz Elementary School, Los Angeles Unified School District.

Student Representatives for Year 3:

Lori Loven, Teacher of Early Childhood Handicapped Students, Lokrantz Elementary School, Los Angeles Unified School District.
Judith Shields, Teacher of Severely Handicapped Children, Oak Grove School, La Canada Unified School District
Timothy Wegman, Teacher of Severely Handicapped Children, New School for Child Development - Non-Public School.

Component 2: Student Recruitment and Selection

Recruitment was advanced by several means. Each fall, the Project Director was put on the agenda for the Special Education Principal's meeting in the Los Angeles Unified School District. The project goals were described and the principals were requested to notify their teachers. The project Co-Directors visited several schools individually and spoke at the faculty meetings. Brochures were distributed whenever possible (See Appendix B, Year II Continuation Proposal and Progress Report; Appendix B, Year III Continuation and Progress Report). Phone calls were made to Special Education administrators of the La Canada Unified School District, Santa Monica School District, Los Angeles Unified School District, Oxnard School District, Burbank Unified School District and several of the non-public schools in the CSUN service zone.

Interviews were conducted with each candidate and selections were made by consultations with the Co-Directors.

Forty students were recruited, interviewed, selected and participated in the training; 23 in Severely Handicapped and 17 in Early Childhood Handicapped. A total of 6 students did not complete the entire year of training due to family emergencies or illness and in one case because a school to which she was transferred did not permit videotaping. Four of these are enrolled in classes Spring semester, 1987 at their own expense to complete the training.

OBJECTIVE II: ASSISTANCE TO TRAINEES TO IMPROVE INSTRUCTIONAL SKILLS

The goals of this objective which included the specification of instructional competencies, the development and implementation of the curriculum, the videotaping of student competencies, and the development of a resource library for the students were all met.

Component 1: Determination of Competencies

Outlines of the competencies as specified in continuation proposals and reports were expanded and refined (See Appendix D, Year II proposal and report and Appendix C, year III proposal and report).

Component 2: Curriculum and Seminar Content

The course proposals necessary to implement the seminars and curriculum were written, revised, submitted through the various hierarchies of University Committees and approved for permanent inclusion in the curriculum ( Appendix A, Continuation proposal and Year II report and Appendix D, Year III Continuation proposal and report). The model developed proved so effective and so positively regarded by the students that three additional courses using the same format for Learning Handicapped, Deaf and Physically Handicapped have been proposed and approved for inclusion in Department of Special Education, CSUN curriculum.

Component 3: Implementation of Courses

The courses were taught, student competencies verified and improved, and the videotape procedure was developed and implemented and refined (See Continuation proposals and Year II reports). Twelve seminars were held each

semester in the early childhood course and in the severely handicapped course for six semesters, amounting to 72 seminars each and totaling 144. In addition each trainee had a minimum of two individual planning and assessment appointments each semester. Attainment of competencies were measured by class assignments, by peer review and by instructor evaluation and trainee self evaluation.

In the Spring semester of 1984, 38 field sites were visited by media technicians 38 times and 82 taping sessions were completed. In the Fall semester 1984, 49 field sites were visited and 91 taping sessions recorded. In the Spring semester, 1985, 65 sites were visited and 91 tapings made. In the Fall semester, 1985, 79 sites were visited and 124 tapings made. In the Spring semester, 1986, 50 sites were visited and 83 tapings made. In the Fall semester, 1986, 36 sites were visited and 38 tapings made. The total number of site visits were 317, and 419 tapings were made during the duration of the entire project. The number of tapings represent an average of 10 tapings per student. The site visits were less frequent since often more than one trainee taught at a given school.

Preliminary selection of several teaching tapes was made and a rough edit was completed for training and dissemination purposes.

Component 4: Resource Library

The establishment of a resource and material library has been accomplished (See Appendix B). Students during the course of the project regularly checked out and used these resources. These materials are also available and used by other students in the SPED Credential Programs and Masters Programs at CSUN and are of great value in assisting them to develop competencies important in serving handicapped children.

OBJECTIVE III: EVALUATION OF PROJECT

Component 1: Evaluation Methodology and Criteria

The original proposal contained a detailed evaluation plan which consisted of several aspects reflecting different purposes. The major aspects of the evaluation plan are outlined in the Evaluation Overview, Figure 1.

Figure 1

Evaluation Overview

| Target Area | Criteria | Measures/Sources |
|---|---|---|
| Effectiveness in preparing quality teachers | Number of competencies attained by students | Competency Validation sheet; Description and Evaluation of Videotape Form |
| | Students' opinions of effectiveness of program | Questionnaire completed by students |
| | Quality of training and skill on each competency | Follow-up questionnaire mailed to graduates |
| | Employers' evaluation of graduates' competencies | Questionnaire mailed to employers of graduates |
| Effectiveness and efficiency of use of program resources | Number of site visits and videotapes made | Practicum instructors records |
| | Proportion of interim objectives achieved by students as a result of videotapes and conferences | Videotape conference and follow-up form |
| Impact on handicapped children | Number of graduates employed, types and locations of positions, numbers of handicapped children served | Follow-up survey of graduates |
| Impact on students other programs in University and other institutions in community | Perceptions of Advisory Committee and students | Advisory Committee discussion; Questionnaire completed by students |

Component 2. Summary of Data

Data have been collected on each of the target areas outlined in the Evaluation Overview.

a) Effectiveness in Preparing Quality Teachers

The number of competencies attained by students was evaluated in two ways. The Competency Validation Sheet was used to monitor progress and to plan an individualized program for each student. This enabled each student to meet all of the specified competencies over the course of two semesters in the program. In addition, the "Description and Evaluation of Video-tapes" forms completed by students were analyzed to identify the competencies which were documented on the videotapes. The number of students who documented each competency is shown in Tables 1 and 2. Those competencies related to working with parents, interpersonal relations and management of stress are not included, as they were rarely shown on the tapes. In the ECH component, a mean of 3.47 competencies was documented by each student with a range of 1 to 7 competencies. In the SH component, students documented a mean of 3.73 competencies with a range of 1 to 7.

There are several reasons why most students did not document all competencies on tape: First, some students spent only one semester in the program, or only one semester in each component, and although they worked on each competency, did not have time to document each competency. Second, most students entered the program with some competencies already mastered and they concentrated on improving their skills in other competency areas. This is especially evident in the documentation of competency #4 in the ECH component ("devise appropriate early childhood developmental activities"). Most students entered with more background and training in Special Education and so concentrated less on competencies such as #2 (developing individualized intervention programs) and #7 (task analysis).

Students' opinions of effectiveness of the program. The students' comments from the open-ended portion of the questionaire are summarized in Appendix C. Frequently listed benefits of videotaping were that it enabled students to critique and improve their own teaching, and that it enabled them to view their own classrooms and students, and to make observations which they could not make themselves. A variety of comments on how the use of videotapes can be improved is included in Appendix C; these were used to modify the

program in subsequent semesters. Also included in Appendix C are student comments on the major benefits of the project as a whole. Frequently listed benefits were that the project helped students to improve their own teaching skills and the opportunity to work with others. Students also listed various ways the project could be improved.

Graduates' ratings of quality of training and own skill on each competency. In the Spring 1987, after completion of the project, a Follow-Up Survey was mailed to each graduate. As part of the Follow-Up Survey, graduates rated the quality of training provided by the project and their own level of skill on each competency. Ten graduates of the ECH component and seventeen graduates of the SH component returned this portion of the survey. As shown in Tables 4 and 5, students in both competencies rated the quality of training on all competencies above 4.0 (on a 5 point scale). Mean ratings of "own skill" ranged from 3.80 to 4.52 for the ECH component and from 4.07 to 4.92 for the SH component.

Table 1

Number of Students in ECH Component who Documented Attainment of Each Competency on Videotape

| Competency | Number of Students | Percentage of Students |
|---|---|---|
| 1. Use and interpret assessment instruments and techniques. | 7 | 41.17 |
| 2. Design and carry out individualized intervention programs. | 5 | 29.41 |
| 3. Design and organize appropriate learning environments. | 7 | 41.17 |
| 4. Devise appropriate early childhood developmental activities. | 14 | 82.35 |
| 5. Provide opportunities for choice, problem solving and responsibility for learning on the part of the young child. | 11 | 64.71 |
| 6. Skill in teaching strategies, handling techniques and developmental activities. | 10 | 58.82 |
| 7. Perform task analysis and use it in the learning environment. | 5 | 29.41 |

Table 2

Number of Students in SE Component who Documented Attainment of Each Competency on Videotape.

| Competency | Number of Students | Percentage Students |
|---|---|---|
| DEMONSTRATES ABILITY TO: | | |
| 1) Use and interpret assessment instruments and techniques. | 12 | 46.15 |
| 2) Design and carry out individualized intervention programs. | 7 | 26.92 |
| 3) Evaluate and document student objectives. | 4 | 15.38 |
| 4) Conduct a behavioral analysis. | 7 | 26.92 |
| 5) Plan and use appropriate behavior management techniques and document student progress. | 12 | 46.15 |
| 6) Use systematic instruction technology in implementation of targeted objectives. | 11 | 42.31 |
| 7) Design and organize appropriate learning environments. | 12 | 46.15 |
| 8) Integrate physical, occupational and speech language therapy (oral and nonoral) into classroom settings. | 13 | 50.00 |
| 9) Develop functional skills including social interaction, leisure, self help and vocational. | 19 | 73.08 |

Table 3

Student Ratings of the Value of Each Aspect of the Program

| Aspect | *Mean Rating | | Percentage of Students Who Selected As | |
|---|---|---|---|---|
| | ECH | SH | Most Valuable | Second Most Valuable |
| 1) Discussing videotapes with course instructor. | 4.9 | 4.7 | 22.7% | 14.3% |
| 2) Discussing videotapes with other students. | 4.7 | 4.6 | 4.5% | 33.3% |
| 3) Viewing videotapes of other students. | 4.7 | 4.4 | 9.1% | 33.3% |
| 4) Viewing your own videotapes. | 4.5 | 4.7 | 63.4% | 14.3% |
| 5) Access to resources such as assessment and curriculum materials and research reports. | 4.2 | 3.5 | 0.0% | 0.0% |

* Ratings on a scale of 1-5, with 1 = not at all valuable and 5 = extremely valuable.

ECH - Early Childhood Handicapped Subcomponent
SH - Severely Handicapped Subcomponent

Table 4

Mean Ratings of Quality of Training and Own Skill Level of Competencies by Students in Early Childhood Handicapped Subcomponent:

| Competency | Extent of Training | Own Skill |
|---|---|---|
| 1) Use and interpret instruments and techniques. | 4.08 | 3.80 |
| 2) Design and carry out individualized intervention programs. | 4.31 | 4.33 |
| 3) Identify the family's needs as well as the community's responses to the young child and family including knowledge of community resources. | 4.45 | 4.03 |
| 4) Design and organize appropriate learning environments. | 4.70 | 4.50 |
| 5) Devise appropriate early childhood developmental activities. | 4.18 | 4.10 |
| 6) Provide opportunities for choice problem solving and responsibility for learning on the part of the young child. | 4.27 | 4.17 |
| 7) Skill in teaching strategies, handling techniques and developmental activities which capitalize on the strengths of the handicapped child and minimize developmental limitations. | 4.18 | 4.22 |
| 8) Perform task analysis and use it in the learning environment. | 4.28 | 3.92 |
| 9) Assist parents to promote development of the child. | 4.01 | 3.99 |
| 10) Communicate with parents the IEP process, confidentiality requirements, due process procedures and their responsibilities as advocates for their children. | 4.42 | 4.52 |
| 11) Personal qualities considered to be conducive to effective functioning in the teacher role. | 4.37 | 4.37 |

* In a 1-5 scale with 1 = not important or not skilled and 5 = very important or very skilled.

Table 5

Mean Ratings of Quality of Training and Own Skill Level of Competencies by Students in Severely Handicapped Subcomponent

| COMPETENCY | Extent of Training | Own Skill |
|---|---|---|
| DEMONSTRATES ABILITY TO: | | |
| 1) Use and interpret assessment instruments and techniques. | 4.51 | 4.28 |
| 2) Design and carry out individualized intervention programs. | 4.87 | 4.63 |
| 3) Evaluate and document student objectives. | 4.92 | 4.87 |
| 4) Conduct a behavioral analysis. | 4.87 | 4.49 |
| 5) Plan and use appropriate behavior management techniques and document student progress. | 4.40 | 4.74 |
| 6) Use systematic instruction technology in implementation of targeted objectives. | 4.20 | 4.54 |
| 7) Design and organize appropriate learning environments. | 4.79 | 4.68 |
| 8) Integrate physical, occupational and speech language therapy (oral and nonoral) into classroom settings. | 4.70 | 4.55 |
| 9) Develop functional skills including social interaction, leisure, self help and vocational. | 4.62 | 4.92 |
| 10) Assist parents or surrogate caretakers to promote student development. | 4.18 | 4.18 |
| 11) Interact with professionals and other personnel to achieve student and program objectives. | 4.86 | 4.76 |
| 12) Implement stress coping strategies. | 4.36 | 4.07 |

* On a scale of 1-5, with 1 = not important or not skilled and 5 = very important or very skilled.

Principals' ratings of graduates' proficiency. At the end of each semester, a brief rating form was sent to each principal in the participating schools. The principals were asked to rate each student whom they supervised on each of the competency areas (the competencies were somewhat condensed to make this a brief task for the principals). The principals were asked to refrain from identifying themselves, their schools or the students in their replies. Each student was also asked to give his or her consent for the ratings before the letters and rating forms were mailed to the principals.

The results of the principals' ratings are shown in Tables 6 and 7. The mean ratings range from 3.38 to 4.57 on a 1 to 5 scale, indicating that the principals evaluated our graduates proficiency very highly. This is especially significant in light of the fact that many of the graduates were emergency credentialled teachers who had little or no training prior to their participation in this project. The principals' comments, located in Appendix D, were quite positive, referring to the training program as "outstanding" and excellent".

The principals' ratings were somewhat higher for the ECH graduates than for the SH graduates. This may be explained by several factors. The majority of ECH graduates were MA students who already had credentials and some experience. Most of the SH graduates were credential students who were working on emergency or intern credentials with little or no preparation or experience. Moreover, many of the SH graduates worked with the most severely handicapped (referred to as "Developmentally Handicapped" by the school district) who are mostly nonverbal, nonambulatory and profoundly retarded. To demonstrate competency working with these children is often a difficult task for even more experienced teachers and this may be reflected in the principals' ratings.

Table 6

Mean Principals' Ratings of ECE Project Graduates' Proficiency

| COMPETENCY AREA | MEAN RATING |
|---|---|
| 1) Assessment (formal and informal) | 4.05 |
| 2) Planning individualized intervention programs. | 4.48 |
| 3) Design and organization of the learning environment. | 4.38 |
| 4) Design of early childhood developmental activities. | 4.35 |
| 5) Performance and use of task analysis. | 4.33 |
| 6) Communication and assistance to parents. | 4.37 |

* On a scale of 1 to 5 with 1 = not at all proficient and 5 = extremely proficient.

Table 7

Mean Principals' Ratings of SH Project Graduates' Proficiency

| COMPETENCY AREA | MEAN RATING |
|---|---|
| 1) Assessment. | 3.57 |
| 2) Planning integrated intervention. | 3.57 |
| 3) Nonverbal and verbal language development. | 3.38 |
| 4) Development of functional skills. | 4.57 |
| 5) Integration of physical therapy and occupational therapy into the classroom setting. | 4.00 |
| 6) Communication/assistance to parents. | 3.86 |
| 7) Behavior Management. | 3.71 |

* On a scale of 1 to 5 with 1 = not at all proficient and 5 = extremely proficient.

b) Effectiveness and Efficiency of Use of Program Resources

To monitor the effectiveness and efficiency of the use of videotaping, a form was developed and used for each videotape. A sample of this form is included in Appendix C. On the majority of the forms, recommendations for follow-up were specified and carried out.

An additional measure of efficiency was included in the Questionaire completed by the students at the end of the Spring 1986 semester. As shown in Table 8, the majority of the students (54%) reported owning a VCR, and many (43%) were influenced by the project in their decision to purchase one. The students reported viewing each tape a mean of 3.86 times outside of class, with the greatest number viewed at school (92%) followed by the students' homes (69%).

These data indicate that VCR equipment is widely available in public schools and in the homes of our students, thus allowing ready access for the review of tapes by the students. Informal impressions of both the instructors and the students (as well as common sense) suggest that the videotapes are used most effectively when they are viewed several times by the students outside the class.

Table 8

Summary of Student Responses Regarding Ownership and Use of Videotape Equipment.

| Questionaire Item | Student Responses |
|---|---|
| Percentage who own a VCR | 54% |
| Project influenced decision to buy VCR | 43% |
| Mean Number of times viewed each tape outside class. | 3.86 |
| Percentage who viewed video-tapes: | |
| At School | 92% |
| At Home | 69% |
| At a Friends or Relatives Home | 23% |
| At the CSUN Library | 8% |
| Percentage who plan to continue videotaping after the Project has ended. | 69% |

c) Impact on Handicapped Children

To obtain accurate data on the numbers and characteristics of pupils served by project graduates, a follow-up survey was mailed to the graduates in Spring 1987, following completion of the project. A total of 40 surveys were mailed and 27 were returned. Two additional students were interviewed by telephone and data on another was obtained from a separate survey conducted in class the same semester. Therefore data are available on a total of 30 of the 40 project graduates.

The positions held by graduates are shown in Table 9, and the numbers and characteristics of pupils served by project graduates are summarized in Table 10. The graduates are divided into three groups: those who participated in the ECH component, those who participated in the SH component and those who participated in both components (one semester each).

As shown in Table 9, all of the graduates reported being employed in Special Education positions. Most (23 or 76.7%) are employed as teachers in self-contained classrooms.

The graduates who returned the surveys serve a total of 722 pupils this school year alone. As data are available on only 30 or 75% of the graduates, it may be projected that our graduates actually serve closer to 950 pupils per year.

The grade levels served by project graduates are shown in Table 10. The majority of graduates serving children at the infant and preschool levels were in the ECH component for at least one semester. Most graduates of the SH component serve students at the Junior and Senior High levels.

All graduates reported serving a variety of handicaps, with the largest number (20) serving multiply handicapped pupils.

All graduates report serving pupils who are members of minority groups. An equal number (28 or 93%) report serving both Caucasian and Hispanic Pupils.

Table 9

Positions Held by Graduates

| Position | Number of Graduates | | | |
|---|---|---|---|---|
| | ECE | SH | Both | Total |
| Teacher, Self-Contained Classroom | 5 | 15 | 3 | 23 |
| Teacher, Departmentalized | 0 | 1 | 0 | 1 |
| Adapted PE Teacher | 1 | 0 | 3 | 4 |
| Resource Specialist Teacher | 0 | 1 | 0 | 1 |
| Teacher Aide | 1 | 0 | 0 | 1 |
| Total | 7 | 16 | 6 | 30 |

Table 10

Numbers and Characteristics of Pupils Served by Graduates

| Pupil Characteristics | Component(s) of Graduates | | | |
|---|---|---|---|---|
| | ECH (n=7) | SH (n=17) | Both (n=6) | Total (n=30) |
| Number of Pupils Served | 108 | 279 | 335 | 722 |
| Mean | 15.42 | 16.41 | 55.80 | 24.07 |
| Range | 8-45 | 6-40 | 6-109 | 6-109 |
| Grade Level | | | | |
| Infant - Preschool | 5 | 1 | 4 | 10 |
| Elementary | 3 | 6 | 6 | 15 |
| Junior High | 1 | 8 | 2 | 11 |
| Senior High | 1 | 11 | 1 | 13 |
| Post-Sec/Adult | 0 | 3 | 0 | 3 |
| * Exceptionalities | | | | |
| Noncategorical | 3 | 1 | 3 | 7 |
| Autistic | 2 | 6 | 5 | 13 |
| Multiply Handicapped | 4 | 13 | 3 | 20 |
| Visually Handicapped | 1 | 4 | 2 | 7 |
| TMR | 5 | 5 | 3 | 13 |
| EH/LD | 2 | 5 | 3 | 10 |
| Speech/Language | 2 | 3 | 3 | 8 |
| OH | 1 | 6 | 3 | 10 |
| SED | 0 | 2 | 0 | 2 |

Table 10 (continued)

| Pupil Characteristics | Component(s) of Graduates | | | |
|---|---|---|---|---|
| | ECH (n=7) | SH (n=17) | Both (n=6) | Total (n=30) |
| * Ethnicities | | | | |
| White | 6 | 16 | 6 | 28 |
| Black | 2 | 10 | 5 | 17 |
| Hispanic | 6 | 16 | 6 | 28 |
| Asian | 3 | 10 | 3 | 16 |
| Native American | 1 | 2 | 2 | 5 |

* Data reflect numbers of graduates who serve each exceptionality and ethnicity; not numbers of pupils.

d) Impact on Students, Other Programs in University and Other Institutions in Community.

Several ways the program affected students were assessed through the questionnaire included in Appendix E. The results are shown in Table 11, which indicates that the program provided important incentives for students to pursue their professional development. The data are also significant in that seven of the forty students (17.5%) are members of minority groups.

In the follow-up survey conducted after completion of the project, the graduates were asked whether they had completed their Credentials or Masters degrees. Twelve graduates reported having completed their credentials and eight reported having completed their Master's degrees. It is not surprising that many project graduates had not yet completed their degrees or credentials, as all were part-time students taking only 3 - 6 units per semester while teaching full-time.

Table 11

Impact of the Program on Students: Percentage of Students Affected

| WAYS PROGRAM AFFECTED STUDENTS | Percentage of Students ECH Subcomponent | SH Subcomponent |
|---|---|---|
| 1) The project provided financial assistance needed to begin a credential program. | 60% | 50% |
| 2) The project provided financial assistance needed to begin a Master's program. | 40% | 0% |
| 3) The financial assistance provided by the project was an incentive to begin a credential program. | 40% | 38% |
| 4) The financial assistance provided by the project was an incentive to begin a Master's degree. | 40% | 25% |
| 5) The opportunity for professional improvement provided by the project was an incentive to begin a credential program. | 40% | 50% |
| 6) The opportunity for professional improvement provided by the project was an incentive to begin a Master's program. | 40% | 25% |

The Advisory Committee, which was composed of school district administrators, students in the project, and parents of handicapped children, felt that the project was very beneficial in terms of improving the competencies of students. Moreover, they felt that a major benefit was improved self-confidence which resulted from increased competency as well as from the support received for classmates and the instructors in class.

The project has affected other programs in the Department of Special Education. Advanced Clinical Practicum courses using videotapes for supervision are now required in all options of the M.A. Degree in Special Education. This mode of supervison has been adopted also for the Special Education Intern Credential Program co-sponsored by Los Angeles Unified School District (LAUSD). The model has also been adopted for inservice education by some schools within LAUSD.

OBJECTIVE IV: DISSEMINATION ACTIVITIES

In the continuation proposal, Year 3 of the project, several training utilization plans were outlined. We have identified these plans as Objective IV.

One group of plans involved dissemination of the project. This was accomplished by presentations at local, state, and national conferences, to districts and at the university.

The following presentations were made (See Appendix D):

"Effective Models of Teaching Severely Handicapped Children." Presented by Dr. Ann Bisno. CSUN School of Education, What's Right With Education - A Conference, May 4, 1985. CSU, Northridge.

"Individualizing and Updating Competencies in Training Teachers to Work with Severely Handicapped Pupils." Presented by Dr. Ann Bisno. The First Conference on Excellence in Education of Individuals Who Are Exceptional, Seattle University. October, 1985.

"Teacher Competency Development Through the Use of Videotapes." Presented by Dr. Ann Bisno and Dr. Claire Cavallaro. Eighth Annual Conference Teacher Education Division, Council for Exceptional Children, November 14-16, 1985, Alexandria, Virginia.

"Helping Teachers Achieve State-of-the-Art Competencies." Presented by Dr. Ann Bisno. 12th Annual TASH Conference Families and Friends, December 5-7, 1985, Boston.

Video Presentation by Dr. Ann Bisno. Community Advisory Committee for Special Education, Wednesday, March 19, 1986. Los Angeles, CA.

"The Development of State-of-the-Art Teaching Competencies in Instructional Settings." Presented by Dr. Ann Bisno. The CEC 64th Annual Convention, March 31 - April 4, 1986, New Orleans, Louisiana.

Presentation by Dr. Claire Cavallaro and Dr. Ann Bisno. TED Meeting in Washington D.C., November 1987.

A preliminary draft of a manuscript describing the project has been made in preparation for submission for publication.

Our videotape clinical practicum courses will continue to be offered and expansion of the course format has been extended to the area of learning handicapped, the deaf and physically handicapped. These have been approved by the University and are a permanent part of CSUN's Department of Special Education's curriculum offering.

TIME LINE CHART DETAILING THE ACCOMPLISHMENT OF
PROJECT OBJECTIVES AND ACTIVITIES
June 1, 1983 to December 31, 1986
(including periods of no cost extension June 1, 1986
to December 31, 1986)

OBJECTIVE 1

| | |
|---|---|
| Development & Implementation of Field-Based Program | |
| 1. Advisory Board | Permanent professional member selected 9/83 - 1/84. Student members yearly. |
| 1.1 Selection of Members | Begun September 1983. Completed Summer, 1986. |
| 1.2 Assist in Identifying Field Sites | Begun October, 1983. Completed Summer, 1986. |
| 1.3 Assist in Student Recruitment | |
| 1.4 Participate in Evaluation | Completed each semester of project. |
| 1.5 Liaison with School District and Community | Ongoing throughout project. |
| 2. Student Recruitment | Ongoing throughout project; completed last semester of project. |
| 3. Student Selection | Ongoing throughout project; completed last semester of project. |
| 4. Establishment and Implementation of Videotape Procedures | Established Fall semester 1983. Implemented & refined ongoing from spring semester, 1984 |

OBJECTIVE 2

| | |
|---|---|
| Assist Students to Implement Instructional Skills | |
| 1. Expanded Outline of Specific Competencies | Begun, Summer 1983, completed June 1986 |
| 2. Implementation of Curriculum and Seminar Content | |
| 2.1 Development of Course Content | Begun September, 1983, completed May, 1986 |
| 2.2 University Approval | Begun August, 1983, completed November, 1985 |
| 2.3 Teach Seminars | Each semester from Spring 1984 to Fall 1986 |
| 2.31 Assessment of Student Competencies | Each semester Spring 1984 to Fall 1986 |
| 2.32 Student Skill Development | Each semester Spring 1984 to Fall 1986 |
| 3. Development of Resource and Material Library | |
| 3.1 Advisory Board | Each semester Spring 1984 to Fall 1986 |
| 3.2 Research and Material Collection | Each semester Spring 1984 to Fall 1986 |
| 3.3 Development of Teaching Tapes | Each semester Spring 1984 to Fall 1986 |

OBJECTIVE 3

| | |
|---|---|
| Evaluation of Program | |
| 1. Development of Instruments | Summer, 1983 |
| 2. Administration | |
| 2.1 Students | Each semester Spring 1984 to Fall 1986 - Follow-up Spring 1987 |
| 2.2 Advisory Board | Each semester Spring 1984 to Fall 1986 - Follow-up Spring 1987 |
| 2.3 Graduates and Employees | Each semester Spring 1984 to Fall 1986 - Follow-up Spring 1987 |
| 3. Analysis | Each semester Spring 1984 to Fall 1986 - Follow-up Spring 1987 |
| 4. Revision of Components of Project | Objective 4 added February 1985 |

OBJECTIVE 4

| | |
|---|---|
| 1. Dissemination Activities | "Effective Models of Teaching Severely Handicapped Children." Presented by Dr. Ann Bisno. CSUN School of Education, What's Right With Education - A Conference, May 4, 1985. CSU, Northridge. |
| | "Individualizing and Updating Competencies in Training Teachers to Work with Severely Handicapped Pupils." Presented by Dr. Ann Bisno. The First Conference on Excellence in Education of Individuals Who Are Exceptional, Seattle University. October, 1985. |
| | "Teacher Competency Development Through the Use of Videotapes." Presented by Dr. Ann Bisno and Dr. Claire Cavallaro. Eighth Annual Conference Teacher Education Division, Council for Exceptional Children, November 14-16, 1985, Alexandria, Virginia. |
| | "Helping Teachers Achieve State-of-the-Art Competencies.". Presented by Dr. Ann Bisno. 12th Annual TASH Conference Families and Friends, December 5-7, 1985, Boston. |
| | Video Presentation by Dr. Ann Bisno. Community Advisory Committee for Special Education, Wednesday, March 19, 1986. Los Angeles, CA. |
| | "The Development of State-of-the-Art Teaching Competencies in Instructional Settings." Presented by Dr. Ann Bisno. The CEC 64th Annual Convention, March 31 to April 4, 1986, New Orleans, Louisiana. |
| | Presentation by Dr. Claire Cavallaro and Dr. Ann Bisno. TED Meeting in Washington D.C., November 1987. |
| 2. Draft of article for publication | Summer 1985 through Fall 1986 |

# APPENDIX A

## ADVISORY BOARD

AGENDA

MEETING OF THE ADVISORY BOARD OF THE FIELD-BASED TRAINING OF TEACHERS OF EARLY CHILDHOOD AND SEVERELY HANDICAPPED GRANT

Place: Ann Bisno's Home

Time: 7:00 a.m.

1. Breakfast
2. Review of Project Goals
3. Review of Competencies
4. Progress to Date
5. Suggestions

MINUTES OF MEETING OF THE ADVISORY BOARD OF THE
FIELD BASED TRAINING OF TEACHERS OF EARLY CHILDHOOD
AND SEVERELY HANDICAPPED GRANT

Thursday, March 29, 1984 7:00 a.m.

Attended by: Claire Cavallaro
Ann R. Bisno
Betty Hofflander, Principal, McBride School
Jane Waterhouse, Principal Pacific Blvd School
Vanetta Whitaker, LAUSD, Division of Special Education
Lori Schram, Trainee
Susie Potter, Trainee

The Advisory Board members were welcomed and given an abstract of the Project and the competencies. Meeting participants reviewed them and asked specific questions. Project Coordinators informed them of the number of trainees in the Project, their classroom teaching assignments and the schools in which they teach, the organization of the videotaping, responsibilities of the trainees and individual and group needs. Trainees discussed their impressions. School District administrators agreed that the goals of this Project were not only more ambitious than other projects in the District but would have significantly greater benefits. They again reiterated their offer of assistance.

January 2, 1985

<to Advisory Board>

I'd like to express our appreciation to you for serving on the Advisory Board of the Field Based Training of Teachers of Early Childhood and Severely Handicapped project.

Our next Advisory Board meeting will be held on Thursday, January 17, 1985 at 4:00 p.m. This is to enable some of the trainees to attend. We really appreciate your participation.

Place: Ann Bisno's Home - 9035 Shoreham Drive, Los Angeles, CA 90069.

Please confirm with Nancy, our secretary at (818) 717-5088, or Ann at (213) 275-0589 (home, or (818) 885-2596 (office).

Sincerely,

Ann R. Bisno
Project Co-Director

Claire Cavallaro
Project Co-Director

AGENDA

MEETING OF THE ADVISORY BOARD OF THE
FIELD BASED TRAINING OF TEACHERS OF EARLY CHILDHOOD
AND SEVERELY HANDICAPPED PROJECT

Place: Ann Bisno's Home
Day: Thursday, January 9, 1986
Time: 7:30 a.m.

1. Welcome
2. Breakfast
3. Review of Project
   a) Description
   b) Evaluation
4. Sample Tapes
5. Feedback and Suggestions

MINUTES OF MEETING OF ADVISORY BOARD

Thursday, January 9, 1986 7:30 a.m.

Attended by: Dr. Vanetta Whitaker
Ms. Jane Waterhouse
Mr. Vic Signorelli
Ms. Lori Loven
Mr. Timothy Wegman
Dr. Claire Cavallaro
Dr. Ann Bisno

The objectives of the project were reviewed followed by a presentation of the evaluation data by Dr. Cavallaro. The students commented about how they finally had the opportunity to objectify their teaching and their interactions with the pupils. Their major concern with the project centered around the difficulties of scheduling the taping.

Sample tapes were shown.

Dr. Whitaker, Ms. Waterhouse and Mr. Signorelli commented on the development in teacher competencies as evidenced by the tapes. Dr. Bisno was invited to present the tapes and explain the project ot the LAUSD Division of Special Education community advisory committee. The project advisory committee suggested that the tapes be edited and used for teacher training.

The meeting adjourned at 10:00 a.m.

WE'RE HAVING A PARTY!!

For All The Students In Our Project

"The Field-Based Training of Teachers of Early Childhood and Severely Handicapped" Grant is almost over.

Join Us For A Potluck Dinner

At Ann Bisno's Home

ON

Friday, May 2, 1986

We'd love to see you!
Yours, Ann Bisno, and Claire Cavallaro

Map Enclosed.
Please car pool, if possible as parking is tight.
Please fill out and return enclosed potluck form.

Minutes of Dinner Meeting

Friday, May 2, 1986 6:00 p.m.

Attended by: Michael Monagan
John Adair
Bonnie Widdes
Jeri Kozonis
Valerie Brekke
Bob Shaw
Lori Loven
Marjorie Huserick
Aggie Metichecchia
Timothy Wegman
Ron Snyder and wife
Vanetta Whitaker, Director of Curriculum and Instruction, LAUSD
Teresa Horiuchi
Jane Waterhouse
Arpie Cherchian
Robert Williams
Freddie Brown
Brenda Thomas
Nancy and Joe Camilleri
Carrie Gonzalo
Alan Cliburn
Claire Cavallaro
Ann Bisno

Informal discussions concerning the project were ongoing. Sample tapes were shown and commented on. Regret was voiced that the project was nearly over. Many of the participants indicated plans to continue videotaping themselves and critiqueing.

APPENDIX B

INDEX OF BIBLIOGRAPHIC MATERIAL FOR
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   c) Interview Edition Survey Form Report to Parents. (1 copy)
2. a) Interview Edition Expanded Form Manual. (1 copy)
   b) Interview Edition Expanded Form Item Booklet. (10 copies)
   c) Interview Edition Expanded Form Score Summary and Profile Booklet. (10 copies)
   d) Interview Edition Expanded Form Report to Parents. (1 copy)
   e) Interview Edition Expanded Form Program Planning Report. (1 copy)
3. a) Classroom Edition Manual. (1 copy)
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1) Introduction (white color) A-D, Cards 1-23, and Bibliography, cards 1-4.
2) Coordination (gold color), Cards 1-72.
3) Locomotion (yellow color), Cards 1-66.
4) Cognition (turquoise color), Cards 1-91.
5) Receptive Language (salmon color), Cards 1-37.
6) Expressive Language (blue color), Cards 1-46.
7) Socialization (pink color), Cards 1-48.
8) Special Sections:
Deaf Child (white color), 1D-13D.
Blind Child (white color), 14B-33B.

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# APPENDIX C

## EVALUATION INSTRUMENTS

## DESCRIPTION AND EVALUATION OF VIDEOTAPE

Student_____ Date of VTR_____
Tape Number_____
Counter No._____

Purpose of Videotape:

Competencies Addressed:

Brief Description of VTR Content (setting, lesson, number of children, etc.):

Brief Description of Teacher or Aide Behavior:

Strengths/Competencies Attained:

Competencies Needing Improvement:

Plans for Follow-up:

Form 3

California State University, Northridge, 18111 Nordhoff St., Northridge, CA 91330
telephone: (818) 885-2596
Ann Bisno, Professor, Dept. of Special Education
Claire Cavallaro, Associate Professor, Dept. of Special Education

State of California

# Memorandum

To : Students in Early Childhood/Severely Handicapped Teacher Training Project

Date :

Telephone: ATSS ( )
( )

From : Claire Cavallaro C. Cavallaro
California State University, Northridge
Northridge, California 91330

Subject: Evaluation of the Project

As the end of the semester draws near, we need to evaluate various aspects of the project. The attached questionnaire requests your feedback regarding your experience in the project this semester. The feedback you provide will be used to improve the project.

Please complete each section of the questionnaire. Your responses will be anonymous, so do not write your name on the questionnaire.

CC:nc
Attachment

STUDENT EVALUATION OF EC/SH GRANT Date:_____

I. We would like to identify the ways in which this project has affected you as an individual and as a professional. Please check (✓) all that apply, and add items as needed:

_____ The project provided financial assistance <u>needed</u> to begin a credential program.

_____ The project provided financial assistance <u>needed</u> to begin a Master's program.

_____ The financial assistance provided by the project was an incentive to begin a credential program.

_____ The financial assistance provided by the project was an incentive to begin a Master's degree.

_____ The opportunity for professional improvement provided by the project was an incentive to begin a credential program.

_____ The opportunity for professional improvement provided by the grant was an incentive to begin a Master's program.

_____ Other (specify)_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

| II. Please rate the extent to which each component of the project has been of value in helping you maximize your effectiveness as a teacher. (Circle the number which indicates your rating.) | not at all valuable | not very valuable | somewhat valuable | very valuable | extremely valuable |
|---|---|---|---|---|---|
| 1) Viewing your own video-tapes. | 1 | 2 | 3 | 4 | 5 |
| 2) Viewing video-tapes of other students. | 1 | 2 | 3 | 4 | 5 |
| 3) Discussing videotapes with other students. | 1 | 2 | 3 | 4 | 5 |
| 4) Discussing video-tapes with course instructor. | 1 | 2 | 3 | 4 | 5 |
| 5) Access to resources such as assessment and curriculum materials and research reports. | 1 | 2 | 3 | 4 | 5 |

Please select (from the list above) the three most valuable aspects of the program and list them below, in order of value:

1. (most valuable)_____
2. _____
3. _____

III. (A) Please consider each of the program competencies (listed below) and rate them in two ways:
1) The importance of the skill for effectively working with severely handicapped students; and,
2) Your own level of skill in performing the competency on a regular basis.

Competencies:

(1) Demonstrates knowledge and ability to use and interpret instruments and appropriate assessment techniques for severely handicapped students.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(2) Demonstrates ability to design and carry out individualized integrated intervention programs based on assessments, and observations.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(3) Demonstrates ability to evaluate and document student objectives.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(4) Demonstrates ability to conduct a behavioral analysis based on observations of target behaviors.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(5) Demonstrates ability to plan and use appropriate behavior management techniques on targeted behaviors and document student progress.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(6) Demonstrates knowledge and ability to use systematic instruction technology in implementation of targeted objectives.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(7) Demonstrates ability to design and organize appropriate learning environments for severely handicapped students.

| | | | | | | |
|---|---|---|---|---|---|---|
| not important | 1 | 2 | 3 | 4 | 5 | very important |
| not skilled | 1 | 2 | 3 | 4 | 5 | very skilled |

(8) Demonstrates knowledge and ability to integrate physical, occupational, and speech/language therapy (oral and nonoral) into classroom settings.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(9) Demonstrates knowledge and ability to develop and implement functional skills including social interaction skills, leisure, self-help and vocational skills.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(10) Demonstrates ability to assist parents or surrogate caretakers to promote student development.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(11) Demonstrates ability to interact with professionals and other personnel to achieve student and program objectives.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(12) Demonstrates knowledge and ability to implement stress coping strategies.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(13) Please select the <u>three</u> competencies which you feel you need to work on most:

| Competencies | Rank |
|---|---|
| #_____ | ____ |
| #_____ | ____ |
| #_____ | ____ |

Please rank order the above competencies from 1 to 3, with 1 = the skill you <u>most</u> need to work on.

III. (A) Please consider each of the program competencies (listed below) and rate them in two ways:
1) The importance of the skill for effectively working with young handicapped children; and,
2) Your own level of skill in performing the competency on a regular basis.

Competencies:

(1) Demonstrates knowledge and ability to use and interpret available instruments and appropriate assessment techniques for infants and young children.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(2) Demonstrates ability to design and carry out individualized intervention programs based on assessments and observations, and document child's progress.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(3) Demonstrates ability to identify the family's needs as well as the community's responses to the young child and family, including knowledge of community resources.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(4) Demonstrates the ability to design and organize appropriate learning environments for infants and young children.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(5) Demonstrates knowledge and skills in devising appropriate early childhood developmental activities in all areas, with an emphasis on sensori-motor development and with skills in oral and non-oral communication techniques.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(6) Demonstrates ability to provide opportunities for choice, problem solving and responsibility for learning on the part of the young child.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(7) Demonstrates skill in teaching strategies, specialized handling techniques, and developmental activities which capitalize on the strengths of the handicapped child and minimize developmental limitations.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(8) Demonstrates the ability to perform task analysis and to use it in the learning environment.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(9) Demonstrates the ability to assist parents to effectively promote the development of the child.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(10) Demonstrates an ability to communicate to parents the IEP process, confidentiality requirements, due process procedures, and their responsibilities as advocates for their children.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(11) Demonstrates those personal qualities considered to be conducive to effective functioning in the teacher role, including displaying effective qualities which support instructional interactions with children and effective qualities which support role-related interactions with adults.

not important 1 2 3 4 5 very important

not skilled 1 2 3 4 5 very skilled

(12) Please select the <u>three</u> competencies which you feel you need to work on most:

| Competency | Rank |
|---|---|
| #_____ | ____ |
| #_____ | ____ |
| #_____ | ____ |

Please rank order the above competencies from 1 to 3, with 1 = the skill you <u>most</u> need to work on.

III. (B) Please answer each question in complete sentences:

1) Are there any competencies which need to be clarified? (Please refer to competencies by number and explain what is not clear.)

2) Are there any competencies which are not included on the list, but should be?

3) Additional comments regarding competencies:

IV. Please answer each question using complete sentences.

1) What do you believe are the major benefits of using video-tapes in the project?

2) In what ways could the use of the video-tapes be improved?

3) What do you believe are the major benefits of this project as a whole?

4) In what ways could the project be improved?

5) Do you own a video-cassette recorder (VCR)? _____ yes, _____ no.

If yes, did your participation in this project influence your decision to purchase your VCR? _____ yes, _____ no.

If no, do you plan to purchase a VCR to use for viewing your classroom tapes? _____ yes, _____ no, _____ maybe.

2) Not including time spent in class (SPED 582), how many times have you viewed each of your classroom tapes this semester? _____ times per tape (average), _____ total times you viewed tapes outside class.

Where did you view these tapes?

_____ at school, using school equipment

_____ at home

_____ at a friend's or relative's home

_____ at the CSUN library

_____ elsewhere (specify) _____

3) Do you plan to continue to tape your own classroom after your participation in the project has ended?

Please write any additional comments on the back of this page.

Thank you for your cooperation.

EARLY CHILDHOOD HANDICAPPED SUBCOMPONENT PRINCIPAL'S RATING

Please rate the student's proficiency in each of the following areas, on a scale of 1 to 5, with 1 being not at all proficient and 5 being extrememly proficient.

| | not at all proficient | | | | extremely proficient | no basis for judgement |
|---|---|---|---|---|---|---|
| 1. Assessment (formal and informal) | 1 | 2 | 3 | 4 | 5 | N |
| 2. Planning individualized intervention programs | 1 | 2 | 3 | 4 | 5 | N |
| 3. Design and organization of the learning environment | 1 | 2 | 3 | 4 | 5 | N |
| 4. Design of early childhood developmental activities | 1 | 2 | 3 | 4 | 5 | N |
| 5. Performance and use of task analysis | 1 | 2 | 3 | 4 | 5 | N |
| 6. Communication/assistance to parents | 1 | 2 | 3 | 4 | 5 | N |
| 7. Behavior management | 1 | 2 | 3 | 4 | 5 | N |

Comments:

SEVERELY HANDICAPPED SUBCOMPONENT PRINCIPAL'S RATING

Please rate the student's proficiency in each of the following areas, on a scale of 1 to 5, with 1 being not at all proficient and 5 being extremely proficient.

| | not at all proficient | | | | extremely proficient | no basis for judgement |
|---|---|---|---|---|---|---|
| 1. Assessment | 1 | 2 | 3 | 4 | 5 | N |
| 2. Planning integrated interventions | 1 | 2 | 3 | 4 | 5 | N |
| 3. Nonverbal and verbal language development | 1 | 2 | 3 | 4 | 5 | N |
| 4. Development of functional skills | 1 | 2 | 3 | 4 | 5 | N |
| 5. Integration of physical therapy and occupational therapy prescriptions into the classroom setting | 1 | 2 | 3 | 4 | 5 | N |
| 6. Communication/assistance to parents | 1 | 2 | 3 | 4 | 5 | N |
| 7. Behavior Management | 1 | 2 | 3 | 4 | 5 | N |

Comments:

DEPARTMENT OF SPECIAL EDUCATION
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

EC/SE GRADUATE'S REPORT

Name _____ Phone _____

Address (if different from envelope) _____

_____

School or Agency Where You are Employed _____

Your position title or description _____

Exceptionalities (please circle all that you serve)

a) Deaf/HH b) Gifted c) Non-cat d) Autistic e) Multiple H
f) VH g) TMR h) EH/LD i) Speech/Lang j) OH

Ethnicities (please circle all that you serve)

a) White b) Black c) Hisp. d) Asian e) Nat-Amer.

Number of pupils or clients you serve _____

Age level of pupils or clients: (please circle)

a) Infant/Preschool b) Elementary c) Jr. High d) Sr High
e) Post-Secondary Adult

Type of service: (please circle)

a) Reg class b) Adaptive PE c) Itinerant d) Spec Day Class
e) Residential f) Speech/Lang g) Resource Program h) Recreational
i) Vocational Ed j) Social Service

Have you completed the Special Education Credential?

_____ No _____ Yes, _____ Date

Have you completed your M.A.?

_____ No _____ Yes, _____ Date

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FIELD-BASED TRAINING OF TEACHERS OF
EARLY CHILDHOOD AND SEVERELY HANDICAPPED PROJECT

FOLLOW-UP EVALUATION

Your response to this questionaire will be kept confidential.
Please do not write your name on this form.

1. Your current position (e.g. SDC teacher, regular class teacher, etc.)

2. Please rate the quality of training you received in the project and your self-evaluation or your own level of competency in each of the following areas:

| Area | Quality of Training (Lowest 1 2 3 4 5 Highest NA) | Competency Self-Evaluation (Lowest 1 2 3 4 5 Highest NA) |
|---|---|---|
| a. Demonstrates knowledge and ability to use and interpret instruments and appropriate assessment techniques for infants and young children | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| b. Demonstrates ability to design and carry out individualized intervention programs based on assessments, observations and document child's progress | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| c. Demonstrates ability to identify the family's needs as well as the community's responses to the young child and family, including knowledge of community resources | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| d. Demonstrates ability to design and organize appropriate learning environments for infants and young children | 1 2 3 4 5 NA | 1 2 3 4 5 NA |

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| | Quality of Training | | | | | | Competency Self-Evaluation | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lowest | | | | Highest | | Lowest | | | | Highest | |
| e. Demonstrates knowledge and skills in devising appropriate early childhood developmental activities in all areas, with an emphasis on sensori-motor development and with skills in oral and non-oral communication techniques | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |
| f. Demonstrates ability to provide opportunities for choice, problem solving and responsibility for learning on the part of the young child | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |
| g. Demonstrates skill in teaching strategies, specialized handling techniques and developmental activities which capitalize on the strengths of the hadicapped child and minimize developmental limitations | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |
| h. Demonstrates the ability to perform task analysis and to use it in the learning environment | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |
| i. Demonstrates the ability to assist parents to effectively promote the development of the child | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |
| j. Demonstrates an ability to communicate to parent the IEP process, confidentiality requirements, due process procedures and their responsibilities as advcates for their children | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |
| k. Demonstrates those personal qualities considered to be conducive to effective functioning in the teacher role, including displaying effective qualities which support instructional interactions with children and effective qualities which support role-related interactions with adults | 1 | 2 | 3 | 4 | 5 | NA | 1 | 2 | 3 | 4 | 5 | NA |

3. What do you think is the greatest strength of this program?

4. In what ways could the program be improved?

Additional Comments:

Thank you for your cooperation.

Please mail your GRADUATE'S REPORT and FOLLOW-UP EVALUATION to:

Dr. Claire Cavallaro
Department of Special Education
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330

If you have any questions call Dr. Claire Cavallaro at (818) 885-3189.

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FIELD-BASED TRAINING OF TEACHERS OF
EARLY CHILDHOOD AND SEVERELY HANDICAPPED PROJECT

FOLLOW-UP EVALUATION

Your response to this questionnaire will be kept confidential.
Please do not write your name on this form.

1. Your current position (e.g. SDC teacher, regular class teacher, etc.)

2. Please rate the quality of training you received in the project and your self-evaluation or your own level of competency in each of the following areas:

| Area | Quality of Training (Lowest 1 2 3 4 5 Highest NA) | Competency Self-Evaluation (Lowest 1 2 3 4 5 Highest NA) |
|---|---|---|
| a. Demonstrates knowledge and ability to use and interpret instruments and appropriate assessment techniques for severely handicapped students | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| b. Demonstrates ability to design and carry out individualized integrated intervention programs based on assessments and observations | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| c. Demonstrates ability to evaluate and document student objectives | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| d. Demonstrates ability to conduct a behavioral analysis based on observation of target behaviors | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| e. Demonstrates ability to plan and use appropriate behavior management techniques on targeted behaviors and document student progress | 1 2 3 4 5 NA | 1 2 3 4 5 NA |

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| Area | Quality of Training Lowest Highest | Competency Self-Evaluation Lowest Highest |
|---|---|---|
| f. Demonstrates knowledge and ability to use systematic instruction technology in implementation of targeted objectives | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| g. Demonstrates ability to design and organize appropriate learning environments for severely handicapped students | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| h. Demonstrates knowledge and ability to integrate physical, occupational and speech/language therapy (oral and non-oral) into the classroom settings | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| i. Demonstrates knowledge and ability to develop and implement functional skills including social interaction skills, leisure, self-help and vocational skills. | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| j. Demonstrates ability to assist parents or surrogate caretakers to promote student development | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| k. Demonstrates ability to interact with professionals and other personnel to achieve student and program objectives | 1 2 3 4 5 NA | 1 2 3 4 5 NA |
| l. Demonstrates knowledge and ability to implement stress coping strategies | 1 2 3 4 5 NA | 1 2 3 4 5 NA |

3. What do you think is the greatest strength of this program?

4. In what ways could the program be improved?

Additional Comments:

Thank you for your cooperation.

Please mail your GRADUATE'S REPORT and FOLLOW-UP EVALUATION to:

Dr. Claire Cavallaro
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California State University, Northridge
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# APPENDIX D

## SUMMARY OF COMMENTS BY

## STUDENTS, GRADUATES AND PRINCIPALS

Summary of Student Comments from Questionnaire.

| COMMENT | NUMBER OF COMMENTS ECH | SH |
|---|---|---|
| MAJOR BENEFITS OF VIDEOTAPING: | | |
| 1) To watch, evaluate and improve own teaching. | 5 | 5 |
| 2) View own classroom situation students, activities, etc. | 0 | 1 |
| 3) Feedback for instructor and/or peers on teaching. | 1 | 1 |
| 4) See other classrooms; get ideas from others' tapes. | 1 | 2 |
| 5) Helpful for assessment and observation of students. | 0 | 0 |
| 6) Discuss ideas for improvement with class. | | |

Summary of Student Comments for Questionnaire

| COMMENT | NUMBER OF COMMENTS ECE | SH |
|---|---|---|
| WAYS THE USE OF VIDEOTAPES COULD BE IMPROVED: | | |
| 1) More professional, competent, organized technicians to make videotapes. | 4 | 6 |
| 2) Share tapes as a group more often. | 0 | 1 |
| 3) View all tapes on same competency at once. | 0 | 1 |
| 4) More one-on-one discussion and evaluation with instructor. | 1 | 1 |
| 5) Allow us to film ourselves. | 1 | 1 |
| 6) More frequent videotaping. | 1 | 1 |
| 7) Continue the open discussion of the videotapes. | 2 | 0 |
| 8) The tapes could be improved if they were more realistic. | 0 | 1 |
| 9) More timely viewing of tapes by instructor (before the next taping) so that recommendations can be carried out and errors not repeated. | 0 | 1 |
| 10) Have camera for each school teacher. | 0 | 1 |
| 11) Choose specific lessons so everything instructor wants to see is covered. | 0 | 1 |
| 12) Copies made for our use later on. | 1 | 0 |
| 13) I felt more comfortable this semster sharing them each week with a small group. | 1 | 0 |
| 14) Make the videotaping less obvious. | 0 | 1 |
| 15) Keep the videotapes. | 2 | 0 |

Summary of Student Comments from Questionnaire

| COMMENTS | NUMBER OF COMMENTS ECH | SH |
|---|---|---|
| MAJOR BENEFITS OF THE PROJECT AS A WHOLE: | | |
| 1) To improve teaching skills help us as educators, self-improvement. | 4 | 3 |
| 2) Improvement in classroom program (for one student or in general) or completion of specific classroom projects. | 2 | 2 |
| 3) Instructor's help and advisement. | 1 | 3 |
| 4) Working with others and receiving feedback and ideas. | 1 | 6 |
| 5) Seeing what is done in other classrooms. | 1 | 1 |
| 6) Review assessments and implementation procedures. | 0 | 1 |
| 7) Learning that "I found out I didn't know as much as I thought I did", and learning from it, self-critiques of videotapes. | 1 | 1 |
| 8) The project was geared to my classroom. | 0 | 1 |
| 9) The assessment assignment. | 0 | 1 |
| 10) Develop more concern for students. | 1 | 0 |
| 11) Financial support. | 1 | 0 |
| 12) Casual, supportive environment sets the tone for growth. | 0 | 1 |
| 13) Enhancing my self-confidence. | 0 | 1 |
| 14) Videotapes. | 1 | 0 |
| 15) Individual and group growth. | 1 | 0 |

Summary of Student Comments from Questionnaire

| COMMENT | NUMBER OF COMMENTS ECH | SH |
|---|---|---|
| WAYS THE PROJECT COULD BE IMPROVED: | | |
| 1) Better organization, efficiency. | 2 | 2 |
| 2) More viewing time and discussion with instructor and class, more clinic time. | 1 | 3 |
| 3) Better organization overall. | 2 | 1 |
| 4) Clearer definition and explanation of projects and assignments. | 2 | 2 |
| 5) More individualized attention from instructor. | 0 | 1 |
| 6) More visits by instructors to schools. | 0 | 2 |
| 7) Don't move rooms every week. | 1 | 0 |
| 8) Concentrate on specific competencies rather than a booklet full. | 0 | 2 |
| 9) Less work, less repetitious work, less paperwork. | 2 | 2 |
| 10) Return to the original idea where we decided what competencies to work on and what was best for our program. | 1 | 0 |
| 11) Better technicians. | 2 | 2 |
| 12) Visits by students to other classrooms. | 1 | 0 |

Summary of Student Comments from Questionnaire

| COMMENT |
| --- |

ADDITIONAL COMMENTS:

- too much work
- would like to have seen more of each persons' tape at the end.
- enjoyed watching my tapes.
- great project - keep the money coming!
- Thank you.
- I enjoyed the course and the people - I will miss everyone.

SUMMARY OF GRADUATES' COMMENTS FROM FOLLOW-UP SURVEY

ECH

The professors were adaptable, current and full of useful information.
I enjoyed being in this Grant program. It was a great way to see other programs at other schools! Thank you!
I can honestly look back and say that I really learned a number of things which inturn, I feel, has made me a better teacher. Thanks!
I have learned a great deal from the teachers and through the program.

SH

Great class! Great teacher!
I enjoyed this class so much! It was so helpful to have our teacher and classmates share our experience and offer help, advise and praise.
I enjoyed the class.
Ann Bisno is a fantastic teacher.
I am very grateful for having been part of this project! Now that I have completed most of my SH requirements, I realize that this was one of the best classes I attended!
The program was most helpful for me. The skills learned in the SH grant project are used often in the classroom.
I never would have gone back to school without this program to give me the boost I needed. I learned more during this training than during my student teaching days. I appreciate the opportunity very much.

PRINCIPALS' COMMENTS FROM "PRINCIPAL'S RATING FORM"

This teachers' students were LH and seriously emotionally disturbed. Therefore, they were much higher functioning than the "typical" SH student. Their program was mainly behavioral and academic, not functional skills.

Although familiar with the use of formal assessments, students had difficulty interpreting the data, especially regarding the procession required to complete the test items.

Excellent training program.

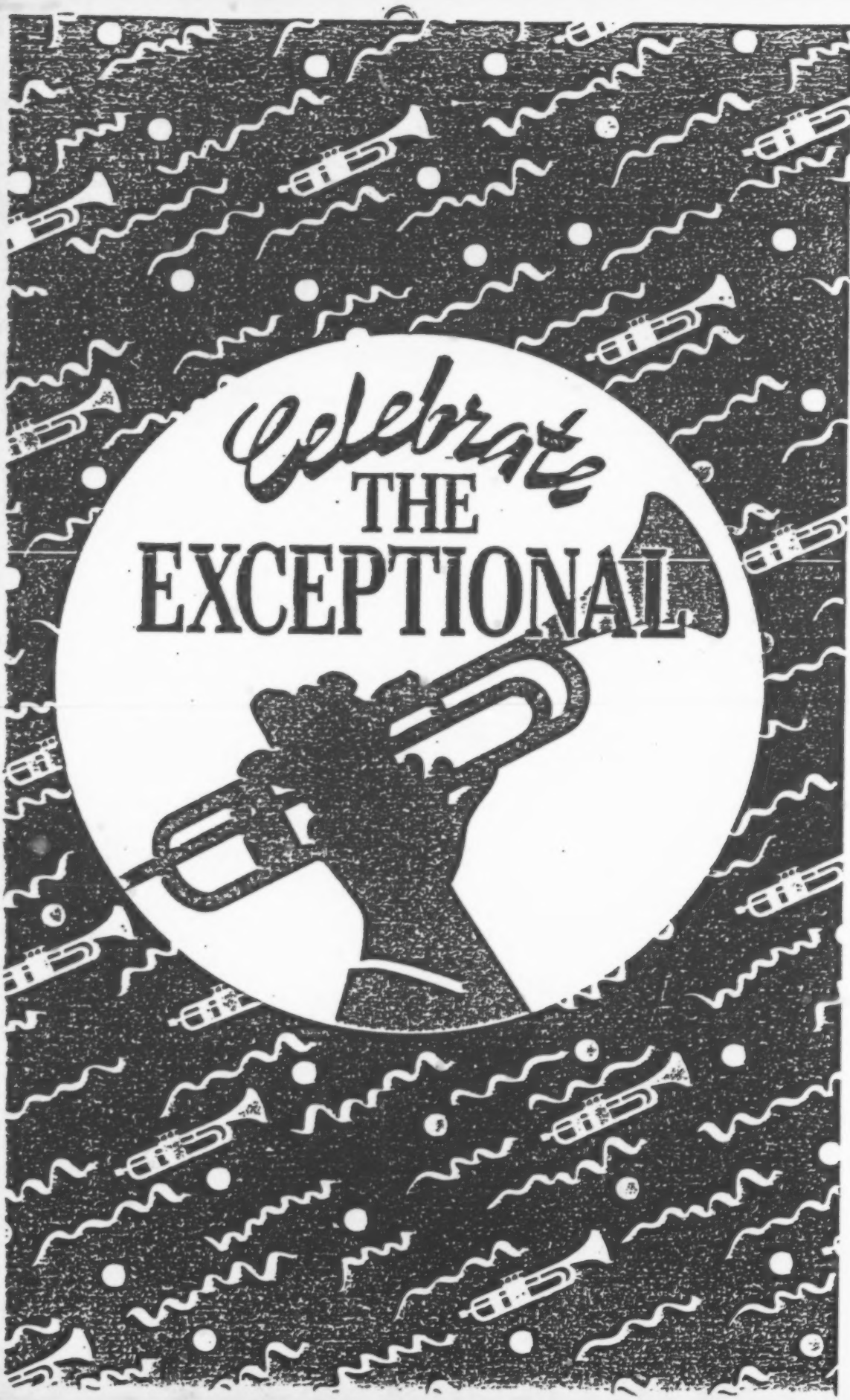
Outstanding training program.

I think you have an outstanding program I can see the difference it's made in the teacher's class.

This candidate is outstanding in all respects. Would be very valuable as a role model for others.

# APPENDIX E

## DISSEMINATIONS




The CEC
64th Annual
Convention

New Orleans, Louisiana
March 31–April 4, 198

The Council for
Exceptional Children

*Session Leader:* Jo-Anne Seip, Program Coordinator, Gateway House Society: Adolescent Training Center for the Autistic, Delta, British Columbia.

F84 Room 22
3:00–4:30 p.m. Convention Center

## Camp We All, Exception-All: A 6-Week Day Camp for Autistic Children

A presentation and discussion of the initial planning and implementation of a most successful summer camp for autistic children will be given. Slide presentation and handouts will be included.

*Session Leader:* Lorraine A. Allen, Camp Creator and Coordinator, Anderson Elementary Schools, Houston, TX.

*Presenter:* Harriet Goldstein, Camp Director, Houston Independent School District, TX.

F85 Room 13
3:00–4:30 p.m. Convention Center

## Facilitating School Success Among Handicapped Preschoolers by Enhancing Task Persistence

The Department of Education funded a 3-year project to investigate both the level of task persistence among handicapped and nonhandicapped preschoolers and to identify ways to help teachers enhance children's task persistence. This presentation will include the following elements: a discussion of the conceptual basis of the project, a description of the research results from all 3 years, and a demonstration of the training materials along with information about their efficacy in fostering preschool children's task persistence.

*Session Leader:* Lawrence J. Johnson, Assistant Professor of Special Education, University of Illinois, Champaign.

*Presenters:* Overview of Project and Research Findings, Lawrence J. Johnson, Session Leader. Description of Intervention, Tsivia S. Cohen, Educational Specialist, University of Illinois, Champaign.

F86 Room 2
3:00–4:30 p.m. Convention Center

## Parents' Self-Esteem: Impact on the Special Needs Child

Parents and professionals will discuss the role the parents' self-esteem plays in the evolution of the exceptional child's self-image. Practical methods for implementing change will be explored, as will the role of the extended family, the school, and available support systems.

*Session Leader:* Ann D. Witt, Charity Hospital School of Nursing, New Orleans, LA.

*Presenter:* Barbara Myers Temkin, Client Services Coordinator, Epilepsy Council of Southeast Louisiana, New Orleans.

F87 Room 23
3:00–4:30 p.m. Convention Center

## Community-Based Training and Employment Model for Individuals with Handicaps in the Public Schools

As highlighted in this session, research currently shows that school curriculum for individuals with severe handicaps does not adequately prepare them for postschool employment. Community-based curriculum and vocational training allows these students to maximize their independence and increase the likelihood that postschool employment will occur.

*Session Leader:* Lee West, Community Skills Trainer, Jefferson Parish Public Schools, Metairie, LA.

*Presenters:* Community-Based Curriculum, Lee West, Session Leader. Adaptive Materials and Devices for Community Training, Verna Goodall, Community Skills Trainer, Jefferson Parish Public Schools, Metairie, LA. Enclave Model of Vocational Training, Lisa Welch, Work Study Specialist, Jefferson Parish Public Schools, Metairie, LA. Trainer Advocate Model of Vocational Training, Michelle Galjour, Work Study Specialist, Jefferson Parish Public Schools, Metairie, LA. Administrative Concerns: Funding and Liability, Barbara Speigel, Director, Vocational Services for Handicapped Students, Jefferson Parish Public Schools, Metairie, LA. Literature Review—Community-Based Curriculum and Vocational Training, William Sharpton, Associate Professor of Special Education, University of New Orleans, Lakefront, LA.

F88 Room 5
3:00–4:30 p.m. Convention Center

## Advocating for Your Child: A Rural Perspective

This session is directed to parents, teachers, and administrators who are interested in providing appropriate services for children. Advocating for specific issues will address assessment, placement, transportation, aides, summer school and extended year programming, and suspension/expulsion. Strategies will be presented on using the staffing process, appeal process, and local media to your advantage. In addition, discussion will take place about the hidden advantage of living in a rural setting.

*Session Leader:* Ann Abramson, Parent and Shelter and Detention Teacher, Heartland Area Education Agency, Indianola, IA.

F89 Room 9
3:00–4:30 p.m. Convention Center

## Handicapped/Nonhandicapped Twin Pairs and Siblings

Emotional, behavioral, and psychological adjustments of the nonhandicapped and handicapped twins/siblings will be explored. Research and findings in both Virginia and British Columbia will be presented.

*Session Leader:* Allen G. Sandler, Assistant Professor, Old Dominion University, Norfolk, VA.

*Presenters:* Donna LaFratta, Teacher, Virginia Beach Public School System, VA; and Lily Dyson, Doctoral Student, Victoria, British Columbia.

F90 Room 26
3:00–4:30 p.m. Convention Center

## Findings from a Research Integration of the State of the Art and the State of Practice in Special Education

This session will highlight the major findings from this project's work regarding the four following topic areas: deaf education, diagnosis and education of emotionally disturbed students, research and practice related to handicapped infants, and visually handicapped education. A major focus of discussion will be the implications these works hold for future research and development agendas aimed at improving special education practice and policy.

*Session Coleaders:* Margaret C. Wang, Learning Resources and Development Center, University of Pittsburgh, PA; and Maynard Reynolds, Professor of Special Education, University of Minnesota, Minneapolis.

*Presenters:* Deaf Education, E. Ross Stuckless, Rochester Institute of Technology, NY. Research and Practice Related to Handicapped Infants, Verna Hart, University of Pittsburgh, PA. Visually Handicapped Education, Geraldine T. Scholl, University of Michigan, Ann Arbor.

F91 Room 33
3:00–4:30 p.m. Convention Center

## The Development of State-of-the-Art Teaching Competencies in Instructional Settings

A major area of concern in developing excellence in the education of severely handicapped pupils is development of state-of-the-art teaching competencies in personnel currently serving this population. This session will describe a cost-effective innovative model of individualizing the improvement of the teaching performance of teachers of severely handicapped students through the use of videotape of a classroom program and teacher-pupil interaction.

*Session Leader:* Ann R. Bisno, Department of Special Education, California State University, Northridge.

CSUN

SCHOOL OF EDUCATION

PRESENTS

# WHAT'S RIGHT WITH EDUCATION

## A CONFERENCE

UNIVERSITY STUDENT UNION

California State University, Northridge

May 4, 1985

8:00 a.m. to 4:30 p.m.

C.10 "Deaf Students' Expectancies of Teachers" Science North 144

Ray L. Jones, Director of National Center on Deafness, Moderator
Panel of Deaf College Students

C.11 "A Look at the California Credentialing Program" Reseda Room

Presentation on how to acquire a California basic teaching credential.

Linda DePew, Assistant Director, Credential Preparation Office, CSUN

C.12 "Developing Creative Children: Process and Theory" Science South 117

Doreen Nelson, President/Director, The Center for City Building, Educational Programs, Santa Monica

C.13 "Effective Models of Teaching Severely Handicapped Children" Science North 142

Ann Bisno, Assoc. Professor, Department of Special Education, CSUN, Moderator
Panel of Classroom Teachers

C.14 "Middle School Organization" Science North 148

Panel of Administrators from Las Virgines School District

C.15 "Parents and Reading: How To Develop An Effective Reading Program With Your Children" Granada Room

Carolyn Burch, Integration Instruction Advisor for Secondary Schools, Region F, LAUSD

## 2:45 P.M. - 3:45 P.M.

SECOND GENERAL SESSION Northridge Center

PRESENTATIONS OF AWARDS AND SCHOLARSHIPS – Carolyn Ellner, Dean, School of Education, CSUN

SCHOOL OF EDUCATION
Award for Outstanding Service to Education – Bernice Medinnis

ELEMENTARY EDUCATION DEPARTMENT
Ruth Roche Memorial Scholarships – Amy Tuls Jensen
Teruko Nakawatase
Delta Kappa Gamma Society International
XI Chapter of Chi State Scholarship – Susan Nunn
Leadership and Service Awards – Julie Sisson
Helen Coblenz
Outstanding M.A. Thesis Award – Lillian A. Oliver

EDUCATIONAL PSYCHOLOGY DEPARTMENT
Outstanding Scholarship in Counseling – Natanya Patti
Outstanding Scholarship in School Psychology – Sydney Blake

SOCIAL AND PHILOSOPHICAL FOUNDATIONS DEPARTMENT
Outstanding Student Award – Consuelo Urrutia

# 12th Annual TASH Conference

## Families & Friends

The Boston Park Plaza
Hotel & Towers

Drawing courtesy Martha Perske

December 5-7, 1985 • Boston

# Thursday Poster Session

## 1:00 - 2:45 p.m., Georgian Room
## School Age

*Supporting Caregiving Families: Concepts and practice.* Presenters: Agosta, John M.

*Educating Students with Multi Handicaps in a Public School Setting.* Presenters: Andos, Sandra; Keel, Patricia.

*Utilizing the Partial Participation Concept and Creative Adaptations to Teach Community/Leisure Skills to Students with Moderate to Profound Mental Retardation with Severe Physical Disabilities.* Presenters: Banks, Ronald A.; Lewis, A. Patrice.

*Special Sitters Project: Implementing a training and referral system in any community.* Presenters: Beebe, Renee; Edgar, Eugene.

*Task Dimensions Affecting Response Generalization.* Presenters: Berg, Wendy; Wacker, David.

*Helping Teachers Achieve State-of-the-Art Competencies.* Presenters: Bisno, Ann.

*Effective Strategies for Integrating Pre-Adolescent Students with Multiple Handicaps with Their Peers in Public School.* Presenters: Borsic, Marianne; Cardarelli, Carol.

*Time for a New Adaptive Behavior Instrument for Children Who Are Significantly Handicapped.* Presenters: Boyd, Cheryl.

*Diagnosis and Treatment of Feeding Problems: A team approach.* Presenters: Brenner, Janis L.; Huegel, Carol; Monroy, Angela; Penner, Kandace.

*Helping Families with Evaluation, Goal Setting, and Monitoring Using Microcomputers.* Presenters: Brener, Anne; Gardner, James.

*A Broad, Field-based Competency Model: Preparing teachers of students with severe handicaps in the rural west.* Presenters: Cader, Mary; Agran, Martin.

*Involving Hispanic Parents in the Intervention of Children.* Presenters: Correa, Vivian I.; Silberman, Roseanne.

*The Effects of Teaching Bilingual/Bicultural Populations with Moderate to Severe Handicaps in English Only/Spanish Only/Spanish and English.* Presenters: Duran, Elva.

*STEP: Special Teachers Education Program.* Presenters: Duschinsky, Sandra; Kaplan, Kim.

*The Mt. Herman Curriculum: A curriculum by teachers for teachers.* Presenters: Elliott, Sandra.

*Designing a Cooking Program for Non and Beginning Readers.* Presenters: Furino-Bleier, Diane; Zatta, Mary.

*How To Use A Comprehensive Respite Care Train Trainers Package to Certify Respite Providers.* Presenters: Gibson, Beth; Calkins, Carl; Sanddal, Nels.

*Relaxation: A self-control procedure for children with severe behavioral disorders.* Presenters: Groden, June; Scott, Jennifer.

*Therapeutic Adventure Programming for Persons with Disabilities.* Presenters: Gross, Debbie; Gordon, Peter.

*The Use of Teacher Written High Interest Stories and the Key Word Approach for Teaching Reading Skills.* Presenters: Hessinger, Anne.

*Parent Support Project: Developing parent information and support services.* Presenters: Lewis, Patricia; Towne, Pamela.

*Repeated Assessment of Behavioral Characteristics of Persons Who Are Profoundly Mentally Retarded.* Presenters: Lyon, Mary Lou.

*The Concerns of Siblings: Results of a questionnaire.* Presenters: Mallette, Barbara.

*The Family and the Child: A system model for comprehension, intervention and behavioral change.* Presenters: Martinson, Scott; Hanson, John; Martinson, Cathy; Thorsen, Dennis.

*Strategies for Facilitating Communication and Langauge Development: An instructional program for parents, paraprofessionals and direct care staff.* Presenters: McLean, James E.; Snyder-McLean, Lee.

*Picture Your Blissymbols: A creative instructional approach to functional use of Blissymbolics.* Presenters: McNaughton, Shirley; Sansone, Susan; Warrick, Anne.

*Success of Undergraduate Training in the Area of Severe Multiple Handicaps: A five year look.* Presenters: McNerney, Colleen; Alola, Gregory; Banks, Kelly; Rochelle, Neil; Shuffield, Debra.

*Adaptations for Promoting Effective Errorless Programming.* Presenters: Mulhauser, Mary Beth; Gent, Pamela.

*Hip Angle and Upper Extremity Movement Time in Children with Cerebral Palsy.* Presenters: Nwaobi, Oluwa M.

*Students with Degenerative Disorders: Issues in instruction and family function.* Presenters: Orelove, Fred; O'Donnel-O'Toole, Susan; Smith, Anne.

*Developing Communication Skills in Persons who Are Profoundly Mentally Handicapped: An interdisciplinary approach.* Presenters: Penner, Kandace A.; Brenner, Janis; Geis, Lispbeth.

*A Technical Assistance Program to Prepare Teachers & Administrative Personnel to Direct and Improve the Performance of Paraprofessional Personnel.* Presenters: Pickett, Anna Lou.

*Parents as Turnkey Trainers: A home intervention program for parents.* Presenters: Polirstok, Susan.

*Curriculum Development Process in Oral Communication in School-Aged Persons.* Presenters: Ruth, Bonnie; Snell, Martha.

*An Individualized Adapted Aquatics Program for Persons with Disabilities.* Presenters: Scraba, Paula J.

*Volunteers for Families: A program to train volunteers within rural communities to advocate for, coordinate, and provide services to individuals with severe handicaps and their families* Presenters: Seaver-Reid, Mary Ellen; Spaulding, Peggy.

*Auditory Prompting: A strategy to increase independence.* Presenters: Sharpton, William; Abajian, John; Alberto, Paul; Briggs, Anita.

*The State of the Art of Group Instruction.* Presenters: Spiegel-McGill, Phyllis.

*The Use of Volunteers in the Classroom: Ten years of experience.* Presenters: Toews, Jane.

*The Prompting Hierarchy : Verbal cues, models, and physical assistance - Four Studies.* Presenters: Vogelsberg, R. Timm.

*Augmentative Communication: A practical look at its application* Presenters: Walker, Sandra.

The First Conference on

# Excellence In Education

# Of

# Individuals Who Are Exceptional

THURSDAY - (Continued)

| | | |
|---|---|---|
| 1:00 - 2:50 p.m.<br>#4<br>OAK | State of the Art Programming for Seriously Behavior Disordered Adolescents<br><br>A behavior management program utilized at a public school located on the grounds of a mental health facility in Southern Illinois designed to serve both mentally ill and seriously behavior disordered adolescents will be described. | Jim Selinger<br>Principal, Tri-County Education Center<br>Anna, Illinois<br><br>Cheryl Kiburz<br>Liaison Teacher<br>Tri-County Education Center<br>Anna, Illinois<br><br>Dr. Sidney Miller<br>Southern Illinois University<br>Carbondale, Illinois |
| 3:00 - 3:50 p.m.<br>#5<br>FIR | Individualizing and Updating Competencies in Training Teachers to Work with Severely Handicapped Pupils<br><br>A model of improving the quality of the education of severely handicapped pupils by individualizing the updating of teacher competencies using peer and self analysis of their videotapes is demonstrated. | Ann Bisno, Professor<br>Dept. of Special Education<br>Monterey Hall, Rm. 218<br>California State University<br>Northridge<br>18111 Nordhoff St.<br>Northridge, CA 91330 |
| 3:00 - 3:50 p.m.<br>#6<br>BIRCH | A Model for Implementation of Summer Enrichment Programs for Elementary Age Able Persons<br><br>Participants will learn how to implement a summer enrichment program for able learners. Steps, procedures and activities used successfully for sixteen years will be presented. | Jevra Bashey<br>Supervisor of Special Services<br>Bellevue Schools<br>310 - 102nd Avenue, N.E.<br>Bellevue, WA 98004<br><br>Jan Zuber<br>Teacher Gifted - Elementary<br>Bellevue Public Schools<br>Bellevue, WA 98004 |
| 3:00 - 3:50 p.m.<br>#7<br>JUNIPER | Transitioning Special Education Students: The TRANS-COM Model<br><br>TRANS-COM is a comprehensive system from preschool throughout postsecondary, serving 19 rural school districts in southeastern Washington. | Mel Mangum<br>Director of Special Education<br>Education Service Dist. #123<br>705 W. Rose<br>Walla Walla, WA 99362<br><br>Jana Hubbs<br>Transition Coordinator<br>Educational Service Dist. #123<br>Walla Walla, WA 99362 |

EIGHTH ANNUAL CONFERENCE

# TEACHER EDUCATION DIVISION
## COUNCIL FOR EXCEPTIONAL CHILDREN

November 14-16, 1985

RADISSON MARK PLAZA HOTEL

Alexandria, Virginia

FEATURING

## BEST PRACTICES IN PERSONNEL PREPARATION IN SPECIAL EDUCATION

FRIDAY MORNING, November 15, 1985 (cont'd)

9:10-10:10 am
BEECH B

AN ACTIVITY APPROACH TO TEACHING PROSPECTIVE TEACHERS ABOUT MAINSTREAMING
Presented by: Ellen R. Browning and Arlene Barry (University of Wisconsin-Madison)
Moderated by: Sharon Healy (Montgomery County Public Schools, Maryland)

*Description of an activity-oriented course incorporating lecture, readings, and use of audiovisual equipment, coupled with real-life experiences, as a three-credit semester course for training prospective teachers on the integration of special children; outline of lecture materials, weekly activities, simulations, curriculum materials, slide presentation.*

9:10-10:40 am
POPLAR

TRANSITION SERVICE PROGRAMMING AND PERSONNEL PREPARATION: CHALLENGE FOR THE 80's (A PANEL PRESENTATION)
Chaired by: Joyce K. Beam (Charles County Board of Education, Maryland) and Robert N. Ianacone (George Washington University), with Pamela Leconte, Gail Dupree, and Dorsey Hiltenbrand (George Washington University)
Moderated by: Anne Rogene Bork (High School Teacher Consultant, Vancouver, Washington)

*Review of data supporting need for transition services; overview of program components for facilitating the transition from school to adult life; specific service delivery strategies for transition programs; overview of model project in Charles County, Maryland.*

9:10-10:40 am
CHESTNUT

TEACHER COMPETENCY DEVELOPMENT THROUGH THE USE OF VIDEOTAPES
Presented by: Ann Bisno and Claire Cavallaro (California State University-Northridge)
Moderated by: Carmen Iannacconne (State University College, Buffalo)

*Description of competencies for teachers in early childhood severely handicapped education; outline of planning steps for videotaping of competency demonstrations; guidelines for self and group critiques; videotape footage, sample self-critiques, and evaluative data.*

9:10-9:40 am
HICKORY

TED POLITICAL ACTION NETWORK MEETING. *Presiding: Suzanne Mulkerne (University of South Alabama) and Marty Martinson (University of Kentucky)*